

Pastoral Support Pathway

Wave 1 A - Initial concern about behaviour (including emotional/social)

Teacher follows the Behaviour Policy and makes use of Reflection Table, Behaviour Chart, partner classes and reflection room (parents texted). Teacher applies restorative practice. Teacher records behaviours or pastoral concerns on CPOMS and complete ACTIONS.

B - Repeated behaviours continue to be logged on CPOMS

Class teacher meets with parents and child to discuss concerns. Set specific targets and update action on CPOMS. Review after 2 weeks with Year Group Leader or Phase Leader and look for patterns and trends. Teacher meets with parent again.

Wave 2 A - Significant behaviour trend emerges on CPOMS

Based on behaviour analysis, teacher is directed to reflect using questions in Expectations for Behaviour document, completes Strategic Reflection Tool and consults with Pastoral support team/Inclusion Lead – teacher adapts practice and reviews progress with PST and IL. (2 week cycle).

B - Despite adaptations of practice, repeated behaviour

Phase Leader raises concern with SLT- strategy discussion takes place with Pastoral Support Team to agree a plan. A meeting is held including the parent and a Pastoral Support Plan completed. Child is added to additional needs register (Record of Concern). Boxall Profile completed & SNAP-B. Action Intervention.

Parent Gym

Learning Mentor
Support

Thrive

Nurture

Ongoing ½ termly PSP/ SEND reviews/ TAF meetings

Wave 3 - Review PSP after 1 term- and no improvement

Review SNAP-B & Boxall Profile- adapt practice based on analysis (intervention where needed- added to SEND register).

Ongoing ½ termly PSP/ SEND reviews: If need arises, review after 3 weeks.

Tier 2 Early Help (Team Around the Family)

CAMHS referral

EP consultation

Behaviour Outreach
Support Request

Collaboration with
another school

Refer to Fair Access Panel

